

Institutional Definition of the Achievement Gap

The University of Maryland, Baltimore (UMB) defines the achievement gap as follows:

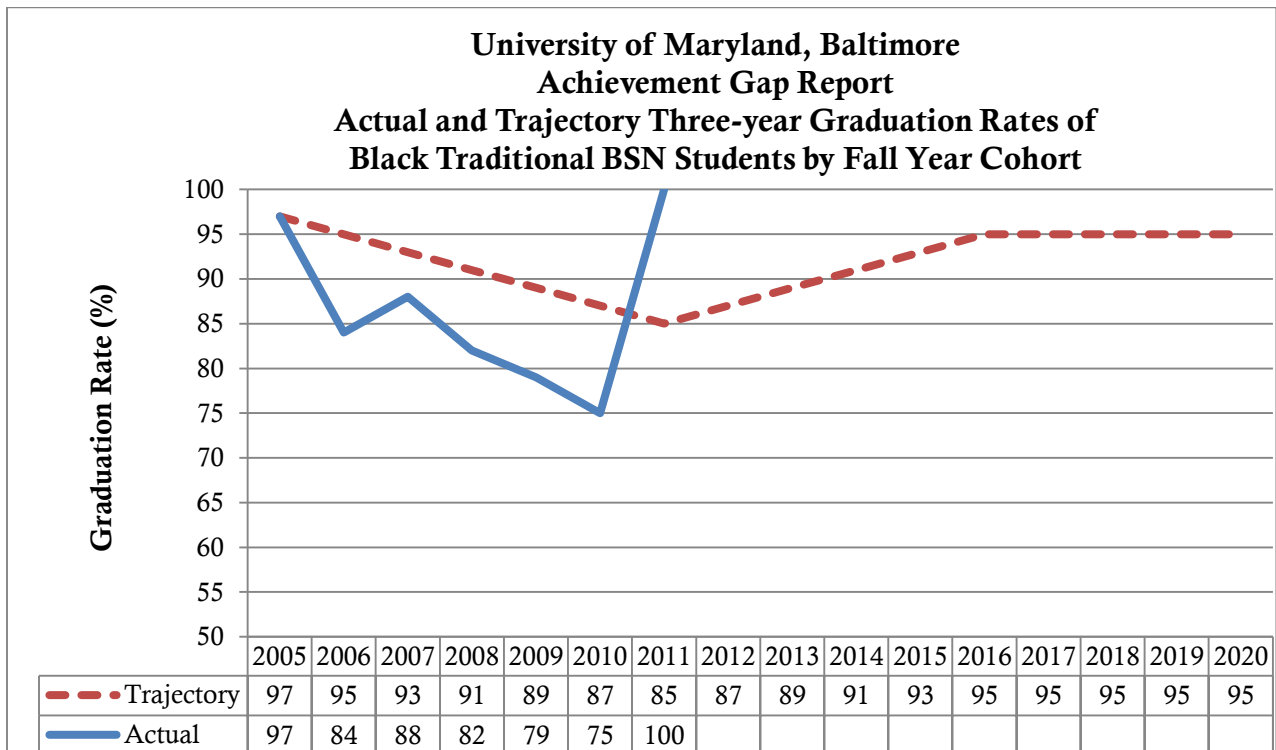
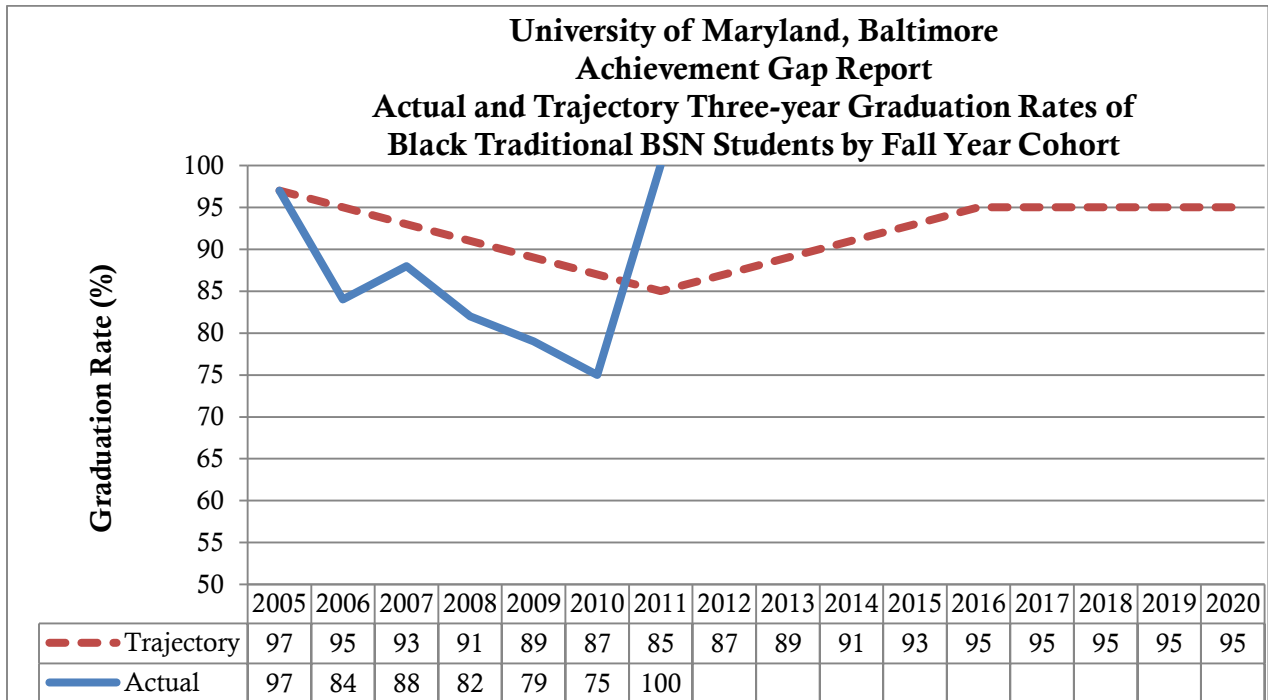
1. Achievement Gap is difference between retention and three-year graduation of Black Traditional BSN students versus all traditional BSN students.
2. Achievement Gap is difference between retention and three-year graduation of Hispanic Traditional BSN students versus all traditional BSN students.
3. Achievement Gap is difference between retention and three-year graduation of low income traditional BSN students versus all traditional BSN students. (Note: The University of Maryland Baltimore defines low income students as those eligible for federal Pell Grants. The extremely small number of low income students and the absence of an achievement gap based on income limit the usefulness of including this category in UMB's Achievement Gap Plan.)

Institutional Trend Data Table

As of January 2015
 Achievement Gap Trend Report
 University of Maryland, Baltimore
 Three-year Graduation Rates:
 Black Traditional BSN Students vs. All Traditional BSN Students
 Hispanic Traditional BSN Students vs. All Traditional BSN Students

Entering Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Gap Students Identified by Institution	Black Traditional BSN Students						
Cohort Size	30	32	32	22	14	12	10
3 Year Grad Rate	97%	84%	88%	82%	79%	75%	100%
Comparator Students	All Traditional BSN Students						
Cohort Size	144	150	141	131	114	118	115
3 Year Grad Rate	94%	88%	89%	89%	89%	95%	95%
The Gap	-2%	4%	2%	7%	10%	20%	-5%
Gap Students Identified by Institution	Hispanic Traditional BSN Students						
Cohort Size	8	9	7	8	5	7	8
3 Year Grad Rate	88%	100%	100%	88%	80%	100%	100%
Comparator Students	All Traditional BSN Students						
Cohort Size	144	150	141	131	114	118	115
3 Year Grad Rate	94%	88%	89%	89%	89%	95%	95%
The Gap	7%	-12%	-11%	2%	9%	-5%	-5%

The achievement gaps for both populations encompassed by this report have been eliminated for 2014.



Summary of Achievement Gap Initiatives and Assessment

UMB continues to utilize the services offered by the University of Maryland School of Nursing's (UMSON) Student Success Center (SSC) as the initiative to address the achievement gap. The SSC offers a variety of services aimed at enhancing academic performance and increasing retention and graduation rates of pre-licensure students. SSC staff members emphasize proactive academic planning, strategic learning, teach study and test taking skills, and services aimed at developing writing competency. This past year, the SSC staff expanded beyond academic support and began offering additional student services. SSC services are utilized by entry-into-practice students on a voluntary basis and include:

- A one day, pre-entry Student Success Immersion Program (SSIP).
- Guided Study Sessions (GSS) for Pathopharmacology, Adult Health Nursing, Introduction to Professional Nursing Practice, Health Assessment, and Science and Research for Nursing Practice.
- Individualized academic coaching for students. Academic coaching is grounded in the LASSI, a learning and study skills inventory that allows the coach to identify a student's area of academic strength/weakness and suggest improvements to the student's current study strategies.
- Private one-on-one academic peer tutoring.
- Writing assistance for nursing specific papers.
- Workshops on test taking, note taking, time management, resume writing, and textbook reading.
- Career services.
- Oversight of student organizations.

SSC data consistently demonstrate that students who attend GSS for the high-risk courses, Pathopharmacology and Adult Health Nursing, have higher final course averages, retention, and 3-year graduation rates than students who do not attend. In fact, students who attended GSS for Pathopharmacology since the SSC inception in the fall of 2010, had an average 90.3% progression rate to their second semester compared to a 87.8% progression rate for those students who did not attend. Additionally, 100% of the students who attended GSS for Pathopharmacology graduated within three years, while only 68% of those students who did not attend GSS for Pathopharmacology graduated in this time frame (some students are still in range to graduate by May of 2015).

Future Goals

UMB has been participating in the Achievement Gap initiative since its inception even though the University does not enroll any first-time freshman students, and only 13% of the student population are undergraduates. Because of our enrollment demographics, our Achievement Gap initiative has been focused exclusive on the transfer student population in the School of Nursing.

It has become apparent that the current Achievement Gap framework, which was developed for the traditional undergraduate campus, does not fit with UMB's distinctive identity as a graduate and professional campus. Accordingly, UMB will work with the Chancellor's office to develop

a more complementary reporting framework that documents underrepresented minority achievement across all of our graduate and professional programs.